

AMERICAN EDUCATIONAL MONTHLY.

VOL. IV.

APRIL, 1867.

No. 4.

PRE-COLUMBIAN DISCOVERY OF AMERICA.

FOR nearly two hundred years the right of Columbus to the title, World-Discoverer, was unquestioned. At the beginning of the eighteenth century, Thorfaeus, while seeking materials for a history of Iceland, found unquestionable proofs of the discovery and colonization of North America, by Northmen, in the tenth century. He published the results of his investigations in a Latin treatise, which was warmly received by Scandinavian writers, but failed to attract attention in other countries. Thirty years ago, Professor Raffn, a distinguished Danish archæologist, published such portions of the Sagas, or family histories of Iceland, as referred to the early voyagers, and gave also copies of such American antiquities as appear to be connected with the Northmen. The cost of this work prevented its gaining general circulation, so that few persons in England or America are aware of the claims of the Icelanders to the honor of the discovery of America. Columbus himself may have procured much of his knowledge from the Sagas, for in 1477 he visited Iceland, where these histories were always open for public examination.

In the early part of the tenth century many Norwegians, discontented with the usurpations of Harold the Fairhaired, left their country and sought an asylum in Iceland, then recently discovered. Their communities were rapidly increased by new comers from the three Scandinavian kingdoms, and became repositories of Scandinavian history, manners, and religion. The peculiar life of the people led them to cultivate the Scaldic or poetic lore with great zeal. After a few years the history of the mother-countries became of less interest to the colonists. Their own feuds and the exploits of their own ancestors appeared of more importance. The registering of these events soon became a special calling. Some member of a family was appointed to record its history and thus originated the Sagas, or prose narratives which soon superseded the Scaldic compositions. Good Saga-tellers received a hearty welcome everywhere, and the art of narrating soon attained a high degree of excellence. For two centuries these histories passed from mouth to mouth. In the twelfth century, when the colonists had learned to write in the Latin character, the Sagas were collected and the most trustworthy were reduced to writing.

References to a discovery of land to the west, in the tenth or eleventh century, occur in several Icelandic annals, but the principal sources of information are two Sagas discovered amid a collection of manuscripts from Flato, an island west of Iceland, thence called the Flato Annals. These Sagas, that of Karlsefne and that of King Olaf Tryggveson, into which the discoveries of Eric Rauda (the red) are episodically introduced, bear abundant evidence of having been reduced to writing in the twelfth century, although the copies discovered at Flato obviously dated only from the fourteenth. The account of Eric's adventures is taken from a large Saga to which it frequently refers.

Eric Rauda was the son of a Norwegian whose evil deeds compelled him to leave his country. In Iceland, Eric followed his father's example. Soon finding it necessary to seek refuge elsewhere, he set out for a land accidentally discovered a few years before, by one Gunbiorn. In 986 he made a settlement in that country, which, from its richness, he named Greenland. Biarne Bardson, son of one of Eric's adherents, determined to visit his father there. Although ignorant of the distance and even of the aspect of the country, he, with a picked crew, sailed for Greenland. A strong north-easterly wind drove them into a region of fogs, where they were tossed about for many days without sight of the sun. After passing through the fogs they sailed for several days, and at length descried land. Examination soon proved that this could not be the country sought for, and they turned again to sea, going northwards. Twice afterwards, before reaching Greenland, the navigators saw land, but Biarne's anxiety to meet his father kept him from exploring it. The news of these discoveries created great excitement among Eric's followers, and an expedition was immediately fitted out by Leif, son of Eric Rauda. Leif first discovered a country flat and barren, covered with huge rocks. This he called Helluland, or the Stone Land. He next saw a land with low, sandy shores, but in the interior covered with wood. This was Markland, the Wood Country. Still keeping southward, he reached a fertile district, so inviting that he determined to remain. Wild vines grew in great profusion everywhere, whence came the name Vinland, or Wineland. Here Leif perceived that the day and night were more nearly equal than in Greenland, as the sun was above the horizon from $7\frac{1}{2}$ A.M. (*dagmalastadr*), until $4\frac{1}{2}$ P.M. (*eyktarstadr*). This expedition was so profitable that others were led to undertake similar voyages. Of these the most important was that of Karlsefne which is fully described in the Saga of that name.

Karlsefne's Saga is more skillful than that of King Olaf Tryggveson. Both Sagas are believed by Icelandic scholars to have been composed at about the same time, though by different persons, and in different localities. Internal evidence renders it probable that the narrators derived their information from distinct sources.

Thorfin Karlsefne was an enterprising trader of Iceland, who, having acquired for himself reputation and a moderate competence, desired to increase both by a voyage to Greenland. He accordingly set sail late in the summer, and arrived in autumn. In the winter he married Gudrid, widow of Thorstein, Eric's son. Frequent mention of lands to the south so excited his curiosity that in spring he, with one Snorri Thorbrandson, prepared to make a voyage thither. They were accompanied by Thorvard and Thorvald, sons of Eric Rauda, and by Thorhal, Eric's huntsman, who had travelled the way before. After sailing a day and night southwards, they reached a stony land, which they named Helluland. At a distance of one day and night thence, they came to a woody country with low, sandy shores, near which was an island, on which they killed a bear. The mainland they called Markland and the island Biarney, or Bear Island. In a few days afterwards they arrived at a land intersected by creeks, and sailed in a bay; on the outside of the bay was an island around which strong currents flowed. This place they termed Straumfiord, or Frith of the Currents. Here they remained during the winter enduring great hardships, and doing nothing but explore the country.

Towards summer they determined to proceed to Wineland. A discussion arose respecting the direction in which to steer. One portion turned northwards and were driven by heavy west winds to the coast of Ireland, where they were taken prisoners. Karlsefne and his people kept to the south. The Saga says: "They sailed a long time, until they came to a river that flowed down from the country and ran through a lake into the sea; there were dangerous shoals in this place, and they could not get into the river except a high tide. Karlsefne sailed with his people into the mouth of the river and called the place Hopi. They found on the land self-sown wheat fields in the low soils, and vines on the rising grounds. Every rivulet there was full of fish. They dug trenches where the dry land began, when the water was highest in the river, and when the sea receded there were flounders in the trenches; there were many animals of all kinds in the woods. They remained there half a month, and amused themselves and saw nothing new. Their cattle they had with them." Their comfort was soon disturbed by an attack by the savages, or skraelings, who were put to flight by Karlsefne's bull; but three weeks afterward a battle took place, in which the Northmen were worsted. Notwithstanding the obvious advantages of the locality, Karlsefne was unwilling to remain, harrassed as he was by continual fear of the savages. On the return the expedition sailed north to Straumfiord, where Biarne, one of the crew, and Gudrid remained with one hundred men, while Karlsefne went again to Hopi, where he staid two months. The whole party resided at Straumfiord during the third winter. The Saga concludes with genealogical table

of the descendants of Karlsefne and Gudrid. An extension of this table includes the name of Thorvaldsden, the sculptor.

As we have seen these Sagas differ in many respects. Karlsefne's ignores the discovery of Biarne, and gives the credit to the sons of Eric. The account of Karlsefne's voyage, as given in Eric Rauda's Saga, omits many points given in the other Saga, and contradicts some of its statements. Both records, however, agree strikingly respecting the main facts of the discovery, position, and general characteristics of the country. It is generally believed that Eric's Saga was composed in Greenland, probably by himself, and afterward transmitted to Iceland; that of Karlsefne was written in Iceland, though by whom is not certainly known; but as three of his descendants were bishops in that country during the twelfth century, one of them may have been the author. Be this as it may, we find these ancient records fully corroborated by Icelandic annals, (dating before Columbus' discovery,) which refer to Greenland, Helluland, and Wineland, as countries of whose actual existence there could be no doubt. An old geographical work contains the following passage:—"Through Denmark the ocean runs into the Baltic Sea. Sweden is east of Denmark, but Norway north. North of Norway is Finmark; thence the land turns to the north-east; and then to the east before one arrives at Biarmeland, which pays tribute to the king of Garde. From Biarmeland the country stretches as far as the desert regions to the north, until Greenland begins. From Greenland lies southerly Helluland, then Markland; thence it is not far to Wineland, which some believe goes out from Africa. * * * Iceland is also a large island north of Ireland. All these countries are in the part of the world called Europe."

When, by the discovery of the Sagas and other Icelandic annals, these facts became known in Europe, their truth was doubted; for the existence of the Greenlandic colonies, the essential point rested solely upon accounts in the same documents. Besides, the statements relative to the climate and productions of Greenland are so much at variance with our ideas of a country situated between 59° and 80° N. lat., that we do not wonder at the hesitation of learned men. According to the annals, the settlements lasted for four hundred years, and enjoyed greater prosperity than the mother-country. In the interior the land was fertile, and produced rich pasture, but the coast was bleak and uninviting. The immigrants established two colonies, called the east and west Byggd, and separated by an uninhabitable region. The Vestribyggd contained ninety byggder or inhabited places, and four or five churches; the Eystribyggd had one hundred and ninety byggder, and twelve churches, besides several monasteries. The settlements were made chiefly in recesses, on the banks of bays or fiords, where the climate was milder than elsewhere. No difficulty was experienced with the natives until 1379, when the

latter made a descent upon the Vestribyggd, and cut off all the inhabitants.

A document has been found in the Vatican at Rome, which unexpectedly throws much light upon this matter. From this paper, a brief of Pope Nicholas V., addressed to two Icelandic bishops in 1448, it would appear that at a later period a severer disaster befell the eastern colony. The Pope requests the bishops to take measures to rescue such of the Greenlanders as had escaped the fearful calamity which had befallen them thirty years before, when the natives, with an immense fleet, attacked the settlement and so devastated it that only nine parishes, far inland among the mountains, had been preserved. There is no evidence that the bishops took any action, and it seems that at that time there had been no intercourse with Greenland for many years. There were several causes for this cessation of intercourse. About the close of the fourteenth century the Black Death, or Beggar's Pestilence spread over Europe, and doubtless desolated even Greenland. During the same period internal dissensions prevailed in the mother-countries; Iceland lost its independence, and the Calmar Union usurped all attention. The ice, too, had its influence, for coming down from the north it formed an impassable barrier, effectually shutting off all intercourse with other nations.

Thus the colonies were forgotten. After the publication of Thorfæus's work, many attempts were made to induce the Norwegian government to search for the settlements, but they were unsuccessful. In 1721, Hans Egede, a Norwegian clergyman, set sail for Greenland, under the auspices of the Danish government, and reached the coast on the third of May. No descendants of the Icelanders were found, but traces of their settlements were numerous. Near the shores and along the fiords ruins of houses, and stone churches, of considerable size, were found in precisely the localities named in the Sagas. Other archæological monuments have been discovered in the peninsula, which prove that eight hundred years ago Europeans could winter where now they can hardly live in the middle of summer.

There can now be no doubt that Greenland was colonized by Icelanders, and that these hardy navigators discovered countries, which, from the relative position given, must be portions of continental North America. The only point of dispute is the precise location of these lands. Unfortunately the descriptions given in the Sagas are extremely vague. The only passage, apparently, is given in Eric Rauda, respecting Wineland:—
"Day and night were more equal than in Greenland, for, on the shortest day the sun was there above the morning from half-past seven in the morning until half-past four in the afternoon." This is Prof. Raffn's translation, but the terms *dagmalastadr* and *eyktarstadr*, signifying the times of day, are variously translated by others. The question is therefore disputed

even in the premises. Raffn's interpretation is accepted by most Scandinavian antiquaries of our day, but the older savans, among them Thorfæus and Malte Brun, believed otherwise, and maintained that the Northmen reached no point farther south than Newfoundland. These held that the sun was above the horizon only six hours, which would bring the latitude above 49° . Recent investigations by Prof. Finn Magnusson, who has made the astronomy of the ancient Icelanders the subject of careful study, confirm the theory of Raffn, and lead to the belief that the locality, where the observation was made, is in latitude $41^{\circ} 24' 10''$.

Geographers of the middle ages call one hundred and thirty or forty miles one day's sail. Newfoundland lies about six hundred miles southwest of Cape Farewell. As its surface is covered with huge rocks, and the distance to Greenland could have been accomplished in four days with a fair wind, the identity of Newfoundland with the Helluland of Leif, is considered established. The Helluland of Karlsefne, was doubtless Labrador, which in some of the older books is called Great Helluland, while the island is termed Little Helluland. Markland, which had low coasts, was flat and covered with wood, was doubtless what is now known as Nova Scotia, New Brunswick, and Canada, which modern geographers describe in language similar to that of the Sagas. Wineland proper, is believed to have been Rhode Island, and the adjacent parts of Massachusetts. The descriptions given by the Northmen are particularly applicable to this country. Wild vines grow luxuriantly, fields of wild maize (to this day called *Turkish wheat* in Scandinavian countries) occur, and the curled maple is conspicuous among the forest trees. All the characteristics of this district fully entitle it to the epithet *Vinland it Goda*, Wineland the Good.

Many efforts have been made to identify the localities by means of archaeological monuments. These have been only partially successful. In most cases the mounds and inscriptions, supposed to be of Danish origin, may, with more propriety, be regarded as the work of a race preceding the Indians.

WHAT an admirable training is science for the more active warfare of life. Indeed the unchallenged bravery which these studies imply, is far more impressive than the trumpeted valor of the warrior. Science is always brave, for to know, is to know good: doubt and danger quail before her eye. What the coward overlooks in his hurry, she calmly scrutinizes, breaking ground like a pioneer for the array of arts that follow in her train.—*Thoreau*.

ABSURDITIES IN TEACHING.

I.—IN THE COURSE OF STUDY.

IN the Public Schools of this metropolitan city, we might naturally expect to find exemplified the American idea of practical Education. Let us examine the authorized course of study pursued in our Grammar Schools, which furnish the highest grade of instruction accessible to the majority of city children, to see how far it is arranged with reference to the future needs of the pupils. The course adopted by the Board of Education, Dec. 20th, 1865, is as follows :—

Grade VI.—Writing, Reading, Spelling and Definition, Arithmetic, Geography,

“ V.—The same as Grade VI.

“ IV.—The same as Grade V., with Grammar, additional.

“ III.—The same as Grade IV., with History.

“ II.—The same as Grade III., with Algebra (for boys).

“ I.—The same as Grade II., with Const. of U. S., and Book-keeping (for boys).

Supplementary Course for Girls—Grade II.—Arithmetic, Grammar, Physiology. Astronomy, Algebra, Natural Philosophy, Ancient History, Geometry, Composition, and Elocution.

Grade I.—The same, except that Rhetoric takes the place of Physiology.

Supplementary Course for Boys—Grade I.—Arithmetic, Grammar, Geometry, Natural Philosophy, Chemistry, Astronomy, Science of Government, Book-keeping, Drawing, Declamation, and Composition.

Here we see pupils studying Geography through the entire course, yet the text book used is already out of date, and before the boys become men, the world will have so changed that much of their knowledge of geography acquired at school will be worthless. The best and only permanently useful part of the study—physical geography—is taken up at the last grade. Grammar is studied an entire year, or more, before anything is done with False Syntax and Composition. History, which by being memorized by the pupil and explained by the teacher, may be made an excellent drill in the practical use of language long before the mind can grasp its grammatical construction, is not taken up till the latter half of the course.

In the boys' course, Algebra, a useless study ordinarily, and one requiring maturity of mind to make it of any value, is put before Book-keeping. True, this is not inflicted on the girls. The Board seems inclined to exempt them from two evils—Algebra, and corporal punishment. But why they should not do the same by the boys, I cannot understand. The next grade is not so bad for the boys. They have had their brains muddled with Algebra, and their backs warmed with the raw-hide perhaps, and now, those who have not left school and gone into business, may learn Book-keeping : a branch the girls cannot have, though they go through the supplementary course in search of it. In the supplementary course the girls again get the advantage. They are allowed to study Physiology,

on the supposition, I presume, that they have bodies to care for, and that it is really worth while to give a little attention to the laws of health.

Thus the course stands at present. It would seem that, being adopted by a Board which must contain many practical business men, men who have learned that utility is one of the tests of the value of school acquirements, it might aim more directly at the essential, than to put Algebra before Book-keeping, or to admit it at all into a course from which Physiology and Hygiene are left out. No wonder that an officer of the Board of Health, who may have received his preparation for duty in the schools of the city, should give it as his opinion that Hygiene is something that comes up out of the sewers and gutters! Did the Board, in adopting this course, ask themselves the question, What will most benefit these boys and girls when they get to be men and women?

Another objection against this course of study is the distinction it makes between the sexes. If it be argued that the object of Algebra is to give mental discipline merely, why not let the girls also have the benefit of it? If, on the other hand, the distinction is made in reference to future utility, there must be some mistake in leaving out Book-keeping from the course for girls, at a time when philanthropists are striving to find new employments for women, whereby to secure them living wages.

But taking the course as it is, how are these branches at present taught? Let us go into the Grammar schools for boys, and begin with Writing. What is required in practice? Especially legibility and speed. To secure these, letters of the simplest form must be used. Yet if we examine the most popular copy-books and charts of the day, we shall find that many of the letters given have unnecessary lines standing directly in the way of rapidity and legibility, and often not in good taste.

What is the remedy? Simply this. Let the elements be taught from forms large enough to strike the eye clearly, yet let them be severely simple; then reduce these forms to the ordinary size, and hold the pupil to the style thus acquired till he can execute it well and rapidly. Speed must not be neglected. Turn over the writing-books of the pupils and you will find much excellent penmanship; but let these same pupils write an ordinary paragraph from dictation, and you will see the difference between their *letter-drawing* and their *writing*.

Again, look at the figures that are sometimes put into writing-books for copies. Instead of simple, legible forms, they are such as no business man would tolerate. Ambiguous figures are a source of endless confusion; in cyphering, as in writing, the pupil should be kept to severe simplicity.

Spelling comes early into the course, and with the present orthography of the English language, must have much attention. Yet the most that ought to be attempted is to teach the common words as they occur in

ordinary speech. This can be done only by writing. Oral spelling is of little practical value, and might well be given up entirely. To gain a practical knowledge of orthography, connected sentences must be written. This can be done at first by copying from print, then from dictation, and finally by writing memorized lesson, or by original composition. Thus the common words will be written over and over just in proportion to their frequency and importance. It will be readily seen that this will be an exercise quite as important in many other respects as in the habit of putting the letters of words in their right order. Before he is aware of it, the pupil will have become expert in the use of capitals, in pointing, paragraphing, and so forth—no small gain, and a series of particulars often neglected. It is useless for pupils to spend their time spelling orally words so far-fetched that they will not have occasion to write them once in a life-time. Look over the words which pupils are memorizing, and you will find many which, unless you are a pedagogue, you have rarely seen, and probably have never once written.

We are a nation of book-keepers ; and arithmetic has necessarily a prominent place in our course of study. Yet, I think even here the instruction given does not always aim directly at supplying the boy with what the man must use. Boys are still at work upon tables and rules that no business man in New York has used for the past ten years, or is likely to use in the years to come. Boys too are puzzling their brains over Geometrical Progression, who would find it difficult to add correctly and rapidly an ordinary ledger column.

JOHN BOYD.

CHAPTER VIII.

WE presents a curious mixture of different styles of architecture. Old unpainted houses grown black in the weather, and ancient gable ends stare down upon you as you approach. You enter and find the streets narrow and irregular, sometimes converging and by sheer force of chance compelling the existence of an irregularly sided area, which the inhabitants call a square. Many of the houses are very old, evidently more than a century ; but still they are strong, for their beams, their joists, their very laths are of oak. Other houses are of a later date and yet are old. Most of the houses, however, are modern, and all are mingled together, without regard to age, like the children, parents and grandparents of a family gathering. The oldest houses are set close to the street, with their gable ends out. Some of the older houses are of the

large, square, intensely respectable style, with trees in front, denoting hereditary position and wealth. Others are tottering and almost squalid. You look down narrow streets and see little old houses here and there close to the walk. On the main street stand public and private buildings, modern and imposing. The Wye Collegiate Institute is on Straight street—so called, probably, because straightness is a rare quality among the Wye streets. Straight street, however, is short, so that it cannot boast loudly. Next to the Institute stands an old house—already alluded to—with an overhanging gable; opposite was an open lot, which the boys had appropriated to their use as a play-ground.

The bell in the school house belfry had not yet rung for the boys to enter, and they were assembled in goodly numbers about the premises and in the play-grounds. The spirit of play was beaming in their faces and ringing in their voices, and throwing them into a thousand natural postures, such as were likely to develop their muscles and to puzzle a Dio Lewis to reduce to a system of gymnastics. Some of the boys discovered Miss Woodstock approaching, and instantly running together, they formed into two lines facing each other, for her to pass through. As she passed, they lifted their caps and bade her good morning. Some handed to her apples, for which the neighborhood was famous. One gave her a large red rose, sent to her by his mother, he said, and picked from her own bush in the house. And so she passed in. Professor Beelen had also been approaching, and when the boys caught sight of him, they dispersed with a shout that a suspicious nature might have thought resembled a groan. He reached the door and stopped and looked around. A beck brought a boy to him. "What was Miss Woodstock saying to you?" he asked. "When?" asked the boy. "Just now." "Just now?" "She stopped to talk with you." "With me?" "With the boys." "When, this morning?" The Professor let the boy go and called to him another, Henry Crane. "What was Miss Woodstock saying to the boys just now?" "O, she was saying what nice apples those were we gave her, and what a fine pear, and what an exquisite rose, and—I don't know what." "You don't know what?—You needn't fear her. Come, tell me." "Tell you what?" "What she said." "It seems to me that was our private business," said the boy. The Professor's lip twitched. With a snuffle he twisted his mouth into a bunch, and entered. Crane and the other boy immediately communicated to all the boys the purport of their interviews with the Professor. And while they were freely commenting thereon, the door of the little old house next to the Institute opened, and there stepped out an old man bent with age. The walk was much obstructed by the boys, and he seemed to be querulously bent upon pushing his way through. Their attention was attracted to him, and some nudged others to look at him. Boys have a quick eye for the grotesque,

and when the old man uttered a querulous remark about their being in his way, and then glanced up into their faces with a twinkle in his eye and clapped his hand suddenly to his leg with a tremulous complaint about his old bones, the boys sent up a shout of laughter, and began to follow him with remarks. The old man toddled on until he reached the door of the Institute, when he turned and asked if Professor Beelen was in. Several boys ran in to tell the Professor that some one wished to see him; and the rest followed the old man, who entered and walked up stairs with an unexpected spryness. He reached the door of the room as the Professor opened it. "Is this Professor Beelen?" asked the old man. The boys were grouped on the stairs. A groan sounded behind them, and all turned to look. The Professor peered over their heads, intent upon learning the origin of the sound. Nothing was there that could have produced it, unless it had come from the boys; and boys can utter the most outlandish sounds; but their manner would have contradicted the suspicion to the most suspicious mind. One by one they turned their eyes back to where the old man had stood. A young man stood in his place, erect, graceful, self-possessed. The Professor stared, and so did the boys. The young man must have come from within; but where was the old man? "Professor Beelen, I believe?" said the stranger, with a sweetly affable smile, and the two entered the room.

Boyd had been attracted to the door, and his position was such that the visitor must needs pass close by him. He put himself directly in the visitor's way. The latter, thus confronted, instead of going around, stopped. Boyd looked him directly in the eyes. Prague—for of course it was he—returned the look with one eye apparently on the eve of a wink, and then both eyes looked as blank as any fish's. The boys were coming in at the ringing of the bell, and, in marching in procession, they turned their eyes upon the stranger. Boyd turned away and walked to his seat at the side of the room. Prague moved; he raised his hands and rubbed his eyes, gave a slight stare, as though awaking in a strange place, and then joined the Professor, who was standing at his desk watching the boys as they marched to their seats. Immediately the two entered into conversation. The Professor glanced toward John, and Prague scowled. The talk went on, Prague being the chief speaker. It went on almost vehemently, the Professor listening with an eager look. At last, however, all the boys were seated, and were chattering among themselves like a flock of yellow birds congregated in a tree, and the Professor rose and rang the desk-bell for order.

Now the Professor, when standing at his desk facing the school, was wont to assume a peculiar posture denoting dignified authority. The mouth would be drawn back at each corner, and thus the cheeks would be puffed out. The eyes would then look down aslant across the ashen cheeks

at the boys. Thus did he stand before the school that morning. The boys had been thrown into a state of excitement, and when they looked up and saw, a few steps removed from the Professor, in the rear, a grotesque imitation of him, they burst into a sudden shout of laughter. The Professor glared down at them in wrathful astonishment. Pragge stood unmoved, save that the shifting expressions that appeared on the Professor's face appeared also on his. The laughter was irrepressible. The Professor turned to look behind him. Pragge at once resumed his own shape—if shape he had; and at length order prevailed.

During the Professor's prayer that morning, the burden of which was the duty of forgiveness, Pragge sat on the platform with his elbow resting on the arm of his chair and his hand over his face. While the soft conciliatory cadences were falling soothingly on the ear, Pragge's fingers stretched apart, and his eyes looked through at Miss Woodstock. That lady was sitting bolt upright, with wide open eyes looking at Pragge. He closed his fingers quickly, as though he had been caught doing something wrong; but presently his right eye appeared around the side of his hand turned to Miss Woodstock, who was still looking full upon him. He dropped his hand, and the Professor's very look was on his face. Miss Woodstock put her handkerchief to her mouth. Pragge glanced toward Boyd. The latter had been observing the pantomime. Their eyes met, and a scowl gathered on Pragge's brow.

CHAPTER IX.

IN the afternoon the Professor called Henry Crane to him, and, leaning over him, said in a low tone, "You have been unruly for a day or two, and I find it necessary to correct you. Go into the cap-room." "I don't remember doing anything." "Go into the cap-room. I have been long-suffering, and now must visit you with severity." "I'm going home." The Professor seized him and led him into the cap-room, and came out and closed the door upon him. The room was not warmed. The atmosphere was cold and dead. The boy began to shiver. His teeth chattered. He put his hands into his pockets and hunched his shoulders and drooped. The thought of punishment haunted him drearily. He asked himself whether his mother would think the punishment right. Would she sanction this treatment? Would she? Would she? He kept repeating the question, and still his frame shivered and his teeth chattered, and he longed to be at home. Time hung heavily. The chill stillness, the inertness of objects, the blank walls, the prospect of ignominious suffering, the sense of wrong, the indignation, rebelliousness, apprehension, hate, combined to agitate his mind, until a frantic burst of tears relieved him. He had been

ailing, too, for a number of days ; and now he longed for home and a mother's care. And then he seemed to be alone with an Unseen Power, who saw the right ; and to that Power he looked with thoughts he could not utter. And then ensued a blank, a dull sense of dismal existence, a sense of seclusion from all human aid, a renewal of the unuttered ravings of his mind as he thought his mother could not witness his case, as he thought how his father, if living, would have enquired into it. And then a blank again, and drooping, and sickness, and heaviness of time, in the midst of which the door was opened. He had been there two hours. The Professor entered and closed the door. He gave the boy a brassy stare and proceeded to unlock the little closet. "Don't whip me !" The Professor drew out a bunch of ratans. "I am sick," the boy cried. The Professor was selecting a ratan. "Yesterday," said the boy, "I was in a fever, and felt like fainting." The Professor drew out a ratan and put the rest back. He bent the ratan several times, and then gave the air a number of whizzing cuts. "You have been unruly," said he, staring at the boy. "How?—When?" The Professor cut the air again. "I've been sick," said the boy. "Don't add lying to it," said Beelen, sternly. "I can get you a doctor's certificate," said the boy. "We will not talk about that now. I feel it to be my duty to punish you. I am very sorry to have to do it. I hope it will correct you effectually." He moved a few steps towards the boy, glaring upon him ; and then he stopped and stared. With a sudden, quick motion of his left hand, he caught the boy's left hand and turned it until the boy dared not stir for fear of dislocating his wrist. The ratan fell with a cut across the boy's shoulders, leaving a burning smart. The boy winced. It fell again on the same place. And still again. The boy counted the blows mechanically. Five blows fell in succession on the same line. Then the rod sought a new place. Five blows there. Five more cuts on another line, and still five on one line after another. Will he never stop? Ten burning, blistering, bleeding lines—fifty blows upon the back. The boy sought to release his hand. Not yet. He looked up into the Professor's face. It was staring and ruthless. Down whizzed the ratan upon the legs. Five times five cuts, and five burning, blistering, bleeding lines of pain. It was enough. Beelen let fall the ratan by his side. He still held the hand. "I trust," said he, "that I shall not have to repeat this. It is a very unpleasant duty for me to perform. I hope you will remember the consequence of bad conduct. Will you?" The boy did not reply. Beelen released his hand. It did not at once resume its natural position. The boy tottered to the wall, and leaned with his face toward it. He looked down upon his limbs behind, and reached down to move the cloth away from the broken skin, and then he stood up again and laid one arm over the other against the wall, and leaned his face forward upon them. There was a

knock at the door. The Professor put the ratan away. "Don't you leave this room," he said, "till I come." And he went out. A gentleman was waiting to see him, and the Professor approached him with a sweet smile. The visitor was an elderly man, with a conventional and politic look. As the Professor approached bowing and smiling winningly, the visitor arose a little from his chair, and they shook hands. "I am very glad to see you, Mr. Demas," said Beelen. "Your speech before the Sunday Schools yesterday, I have not ceased to admire. Every one praised it. I think myself of making some remarks before our Institute Society a week from to-morrow evening. I hope you will be present. It will not be a written lecture, only some remarks concerning a new discovery in Shakespearean criticism." "Ah! something *new* in Shakespearean criticism? I shall try to be present." "These discoveries," said Beelen with pleasing simplicity, "will occur, you know, as one having turned for recreation away from the arduous duties of his profession, enters with zest upon the study of the immortal poet. I would not, by any means, present the matter in such a way as to lead the minds of the youth to a personal investigation of Shakespeare's writings. It can be presented merely as something new in literature." "I shall be most pleased to come." "Won't you step this way, Mr. Demas? I wish to speak quite privately with you about a certain matter." The Professor led his visitor to a vacant room, and then asked to be excused a moment. He went to the cap-room and sent Crane out.

The boy went slowly down stairs. In the court below, the "old man"—so the boys now called him—was standing. He stepped forward and stood in the way. The boy cast upon him a dreary, forgetful look, and was going on. The old man detained him and looked down at the blood on his clothes a moment, and then let the boy pass on.

The Professor returned to his visitor. An injured look was now on Beelen's face. "It is necessary," he said, "for me to speak to you again about my female assistant. I am very sorry to have to do it. I have borne with her a long while in silence, hoping to conciliate her by forbearance. But she only takes advantage of it. Only yesterday, when for the interest of the school, I had occasion to put into the hands of Mr. Boyd, my new assistant, a branch of study for which his accomplishments eminently adapt him, she violently objected to it before the class. She was very disrespectful." "You refer to Miss Woodstock?" "Yes, I trust you will bring the matter before the Board, and have her removed and another teacher substituted." "Here she is," said Mr. Demas, looking through the door-window at Miss Woodstock, who, with Millie and Boyd, was seated on the platform. The school had been dismissed. Mr. Demas arose to go out there. He approached Miss Woodstock courteously, and they shook hands. She then introduced him to Millie and John, and

entered vivaciously into conversation with him. Professor Beelen seated himself and laughed sociably. The talk turned upon school matters. "How long have you taught here?" Mr. Demas asked of Miss Woodstock. "Full ten years. And I ought to be Principal. But a woman can't be a professor, and so can't be principal. You men appropriate all such titles." "Ten years is a long while to teach in one place," remarked the Professor to her, sociably. She glanced at him sidewise. "Longer," she said, "than it would have been, had certain friends had their way." The Professor turned white and his lip twitched. "A man," she continued, "may be an ignoramus, a hypocrite, and, for aught you know, a savage, and yet be a professor. Some beasts, you know, have the faculty of concealing ferocity under sleekness, and so get petted. The cat, for instance." Beelen rose to his feet, fumbled with his hands, while his eyes wandered helplessly. He turned to Mr. Demas. "Shall we go?" he said. He took Mr. Demas' arm and the two walked out together.

A FEW THOUGHTS ON GIRLS' EDUCATION.

FROM the day a boy enters school, until the hour he leaves it, he enjoys educational privileges continually in the ascendant, steadily and proportionately increasing in value with each new year of study on which he enters. But it is very different in regard to girls. Up to a certain age, averaging from fourteen to sixteen years, this statement may, indeed (though in a lesser degree), apply to them as well as to boys; but when that age is arrived at, their educational privileges, instead of rising with the requirements of the girls' minds, very sensibly decline, and are almost entirely embraced under the head of "accomplishments," so-called.

In order that the full evil of this system be duly appreciated, we have to consider what a momentous period this age is in a girl's education. She has passed beyond the indifference of childhood in regard to knowledge, and has just entered, bewildered, upon a new phase of her intellectual being. Vague aspirations and indefinite longings for the good and high, are swelling and surging in her soul; and she is at that crisis of her mind's life, when, if not judiciously and sympathetically directed, she may weary of those unsatisfied yearnings which no one will help her to understand or feed; turn from her "righteous discontent" to a fatal contentment, so as to lose irrecoverably her desire for true knowledge, and delight herself with "the husks on which the swine feed." It is the turning point of her soul's education; and it rests in great degree with the teacher whether she turn out a *woman* in the best sense (because an individual soul, whose individuality has been fostered and guided in the right direc-

tion,) or only a passive representative of the *class* called women, with no inner life of her own, no advance as a responsible being towards that life for which, when all is said and done, *this* life is only the education after all.

Men complain of women as being frivolous ; their interests going out almost exclusively in the direction of petty matters, as dress, gaieties, etc., to the exclusion, in great part at least, of the subjects worthy of their most earnest thought and warmest sympathy. They say this regretfully, it may be, and oftentimes with contemptuous anger ; but their regret is *idle*, their anger unjustifiable, if they go no farther than that ; if, as is too much the case, they sorrow or fume over such a deplorable state of matters, but make no hearty, honest effort to get at and destroy the root of this evil. * * * * *

The days for considering men and women, boys and girls, only as two great bodies, with definite aims and ends as classes to which one great rule and system of education should be subservient, are now passing away, and the age of vital intellectual progress has set in, where each individual soul, *as such*, is regarded as entitled to that degree of social standing and consideration, to which his or her individual capacity and attainments entitle him or her. This, as I take it, is what the world needs. And in its comprehensive and full ideal of justice, it is surely the best cure for all that *vexing overmuch*, about where the bounds must be fixed between men and women, *class to class*, in regard to duties and privileges, individual and social.

In the generous system of education now prevalent in our best boys' schools, individuality has not only wide scope, but also full encouragement, and our deepest and greatest thinkers on the subject are agreed, that the best and wisest scholastic rules are those which give the teacher the greatest margin in regard to individual idiosyncrasies. Now this ought to be equally true in regard to girls' education. There is as much individuality amongst them as among boys, and it should have as careful fostering and as judicious direction as they now enjoy. But this is very far from being the case.

The system of tuition to which young girls, from the age of fifteen to eighteen or nineteen years, are for the most part accustomed, is deleterious in the extreme to the healthy and natural development of their mental faculties, and consequently to their ultimate standing in the social scale. Where individuality is cramped, or warped, one of two results must be looked for : either that being who primarily possessed it, becomes a mere nonentity in regard to all mental progress ; or, what is as bad in itself, and perhaps more disastrous in effect, that innate strength is turned from pursuit of good to work evil, and from worthy aspirations to those which are unworthy.

Under the present system, a young girl's individuality is cramped as concerns true knowledge ; the soul cannot live, much less fully develop, without nourishment, any more than the body can. The result of the denial of nutriment to girls' famishing souls, is a state of intellectual apathy which may lapse into worse. But this evil, though bad enough, is comparatively a *negative* one, a worse *positive* evil must be looked for, where the powers and aspirations of our girls' minds are not only cramped, and made to die the death from lack of nourishment, but where they are fed with deleterious food, and made to live, indeed, but so that, though alive, they are in worse condition than if they had ceased to exist. * * * *

Frivolity of character and aim is the necessary result of an inadequate and injurious education, and of low views of life and life's ends.

"Accomplishments," in the ordinary acceptation of that term, form the great sum of girls' education at the very period of their existence, when a thirst for true knowledge is making itself bitterly, because unavailingly, felt in their souls.

Doubtless these acquirements are, *in their place*, good, but placed higher than wisdom, unduly prized as of *first* importance, they become in effect worse than useless, even harmful. That they are so prized in point of fact in almost all girls' schools is a sad truth.

This superficiality of the present system is its bane, and is traceable, in the first place, to the parents ; in the second, to the teachers or superintendents in the schools themselves. The former send their daughters to "*finish*" what in reality they are only beginning, judging (with what degree of truth we some of us know), that what their mothers considered sufficient for *them*, is enough for *their* children ; and that as, upon the whole, they have found in their personal experience that they have managed to get through life tolerably well, their girls need no more and no better.

This, then, is where the fault of the parents lies ; that of the teachers consists in consenting to waive their God-given prerogative of individual judgment at the bidding of such blind parents,—in waiving their right to enforce in their own schools those rules of tuition which they believe to be best fitted to produce a good result. They are content, for the most part, to do in Rome as Romans do, shifting their convictions to suit the market. Therefore, although certainly the fault lies *primarily* with the parents (because, if they judged more wisely, the teachers would be ready enough to *act* wisely too), yet, *their* sin is, at worst, but an error of judgment, whilst that of the teachers is more heinous,—seeing clearly, yet suffering themselves to be led by those whom they know to be blind, and whilst a *bad* fashion is the fashion, being content to sit still with folded hands, resignedly hoping for better days. *How* can we hope to rise to the true height of our art, if we bring our conceptions of it down to suit the

general demand? Ah, this is the sore point at last. Not what is right, and true, and good, are we unceasingly striving to carry out to perfection, using all our endeavor, *such as it is*, to make this world of shams truer and nobler; but we go in with the majority, and either resolve to wait till some strong spirit sets the example, ere we lend our aid and our voice in crying out against prevailing evil; or wish, perhaps, that these same spirits would let the existent state of things continue, rather than embody their principles in words and actions which disturb the world from sleep.—*London Museum.*

NATIONAL EDUCATION.

NO system of public education can be effectual which relies upon the isolated and independent efforts of individual states. The circumstance that Massachusetts, Connecticut, and a dozen large cities have good public schools, affords no ground for believing that in time similar means will furnish their equals throughout the country. The melancholy desuetude into which education falls in rural districts is, though partially, by no means solely attributable to ignorant and apathetic legislators or to the close fisted rustics who determine township appropriations and constitute school committees. Even if it were possible to change all this and infuse liberal and enlightened ideas of the importance of the subject into the local authorities who have the matter in charge, it would still be impossible that public schools should attain to their full measure of usefulness under the auspices of the States. With nearly two-score sets of directors it would, for instance, be out of the question to establish such uniformity of system that a child, brought to a new home, could at once find his level in his school without adapting himself to a different system of instruction, different text-books, different studies, and different caprices in his teachers respecting the value and method of the studies he has pursued. It would be impossible to make the class in which a boy is placed in a public school afford any clue to his acquirements or their thoroughness. It would be inevitable, in fact, that the schools in the different States should be managed on principles directly at variance with one another, and adopted from the accidental favor they have found in the eyes of officials temporarily in authority. In no profession are people more apt to go off into theoretic vagaries than in education; and of every new absurdity speciously presented to legislators practically ignorant of the subject, the children of the States must be the victims until another administration decrees a change, with all the unprofitable circumstances attending it. But even this degree of interest in the matter, chaotic and

undesirable as its results would inevitably be, is greatly in advance of any condition of education to which the States can possibly attain within a generation. Many of them are destitute alike of teachers, means, disposition to use them, and favorable public sentiment on the subject ; and from the progress which some of the original thirteen States have hitherto made, it would be unduly sanguine to expect the universal establishment of public schools before the millennium shall have rendered them superfluous.

Only the general government has resources for providing the entire country with schools. And what is of greater importance, it can ensure that unity and completeness of system that can be had in no other manner. This must come, if at all, through some such organization as that of the Coast Survey, entirely removed from politics and under the management of a chief holding his power in permanence. By such means might be secured a thoroughly digested course of instruction free from the changes and imperfections of the school-superintendent plan ; pupils could pass from grade to grade and school to school as soon as they were fitted to do so, without delays for special preparation or an entire abandonment of the plans of study to which they were accustomed. A uniform system of this kind would challenge a degree of observation and criticism which few useless or antiquated studies could survive, and from which must soon arise so well known a standard that the standing of a pupil in a public school would afford as satisfactory evidence of his capacity for business life as the degrees of the better class of colleges and professional schools do for the proficiency of their owners. In nothing, however, would be more evident the superiority of these schools over any which could exist under State patronage than in the greater incentives to exertion that could be offered to their pupils. Their instructors would quickly become skilled to discern merit in students and to discover the direction in which their talents lay, so that at the proper point in their career the deserving might be transferred to special classes or schools designed to prepare them for the public service. It needs little consideration to see how a selection from hundreds of thousands of pupils, with competitive examinations where the number of candidates was still too great, would provide the country with servants infinitely better than the nominees of the favoritism or political trafficking of congressmen. From national public schools ought to be drawn all the cadets of West Point and Annapolis, all postmasters and collectors, clerks of post-offices, custom-houses, and the departments, the naval engineers, officers of navy-yards and arsenals—every minor government office. Beside the immense gain in the efficiency of the public service, there would be an incalculable diminution in the corruption consequent upon the wholly bad system of rotation in office, and the entire cost of the system would be amply compensated by ending the miserable race of political office holders and seekers and the

consequent government "influence." For women such schools would open employments from which they are now practically debarred. Just as studious boys would be drafted off—wholly, of course, by their own and their parents' consent—for preparation for the public service, so from their sisters should be selected candidates for clerkships, for schools to educate them as teachers, for schools of design, for whatever else they might show an aptitude and which came within the scope of the national institutions. Nor ought the system to end even here. If it should not seem wise to embrace under the system colleges for polite and professional study, the government ought at least to found scholarships in the best colleges and professional schools; it ought, in short, to provide all ordinary facilities for pupils of especial merit in whatever direction their tastes and talents led them.

The benefits that must spring from a system of national education, if administered with discernment and liberality, suggest themselves too readily to need enlarging upon. The present condition of schools, the certainty that no thorough change for the better can come by ordinary means, the manner in which unsupervised appropriations are frittered away with nothing [little?] to show for them, as in the case of the agricultural college grant—these are among the imperative arguments for national intervention; while the need for radical reforms in all departments of the public service seems to demand that the two should be coupled. Indeed, to secure their full efficiency, to obtain the degree of public attention and interest essential to their prosperity, to guarantee such inducements to attendance upon them as shall banish niggardly objections, the schools should be made an integral part of the body politic. Upon the question of economy we have not space enough remaining to enlarge; but we believe that, aside from the immense savings by the employment of qualified clerks, such a system as we have rudely sketched could be maintained at less aggregate cost than for inferior schools throughout the different States. One obstacle to most reforms is in this case fortunately wanting. There are no vested rights to the positions awarded to the adherents of members of Congress; no office is held by hereditary descent, and even the parties which now exist have faint prospects of life for more than a brief term of years; from which considerations it is obvious that no end to rotation in office can come from schools not yet established and which it would take several years to perfect, until the present political generation shall have passed from the stage.—*Round Table.*

THE school should cautiously beware of making sacrifices to the arrogant requirements of the spirit of the age: which, when it takes a wrong direction, promotes nonsense, and desires to study by steam.

THE ROCKVILLE PETITION.

CHARACTERS :

MR. EASTON, <i>Editor of the Rockville Journal.</i>	MISS TWITCHEL, }	Maiden ladies.
MRS. EASTON, <i>Editor's wife.</i>	MISS SPRING, }	
MRS. PILLSBURY, <i>Doctor's wife.</i>	EMMA LINCOLN, a school girl, daughter of	
MRS. LINCOLN, <i>Merchant's wife.</i>	OFFICE BOY.	[Mrs. L.
MRS. BARNARD, <i>an old lady somewhat deaf.</i>	SERVANT.	

SCENE I.—LOCATION—Street. TIME—Morning.

(Enter MISS SPRING and MR. EASTON, from opposite sides of the stage.)

Miss S. (*extending both hands.*) Oh ! Mr. Easton ! I am delighted to meet you !

Mr. E. (*lifting his hat.*) Good morning, Miss Spring. (*Passes by.*)

Miss S. (*turning.*) Now don't be in such a hurry, Mr. Easton, I was just wishing to see you a moment.

Mr. E. I am at your service, Miss Spring.

Miss S. Well now, you know its the day for the *Journal* ; why can't you tell me if there is any news from Washington ? I am dying to know.

Mr. E. Really, Miss Spring, from your appearance, I should not judge such to be the case.

Miss S. How provoking you are ! Now *do* tell me if you have heard any news from Washington lately.

Mr. E. Yes, quite important news.

Miss S. (*clapping her hands.*) Oh ! you charming creature ! What is it ?

Mr. E. Colorado is to be the thirty-fifth State.

Miss S. Now, that's too bad ! You know I don't care about that. Tell me if our petition has been heard from, and if there will be anything in the *Journal* about it ?

Mr. E. I am sorry if you care so little about your country, that the admission of a new State is of no importance. As for the *Journal*, that will be issued as usual, at three P. M., and until that time it is not public property ; but if you will excuse me now, I will promise to send you the first copy that is struck off, fifteen minutes before another paper leaves the office. (*Exit.*)

Miss S. Oh ! I am all in a flutter. I know there is a telegram from Washington. His looks showed it ; and to think that I almost made him tell me. I wonder if I could overtake him. Mr. Easton ! (*running out.*) Mr. East—on !

SCENE II.—Office of the Rockville Journal.

PRESENT—MR. EASTON engaged in writing at a desk.

Mr. E. (*laying down his pen.*) There ! I think this will finish the business. It has been nothing but that "petition" for the last six weeks ;

and the advertising I've done for the "Rockville Women's Rights Society," would fill a sheet. First, it's some Bloomerite to lecture, "under the auspices of the Society;" then it's some would-be heart-rending appeal for the poor down trodden female. Now, it's bearable to hear such women as cousin Cora talk about their rights. I rather like to see her put down her little foot, and keep back her dimples, while she tries to look abused; but Lavinia Spring! Whewh! that's too strong a dose. I really hope she will become a "fellow citizen," if she wishes it so much. I shall get rid of some kinds of her talk then. (*Writes a few moments.*) Joe!

(*Enter OFFICE BOY.*)

Mr. E. Ask Gould how the paper is.

(*Exit boy.*)

Mr. E. I wonder if anybody ever was vexed as I am. I should like to have *my* rights once. Why don't they get Sawyer to do their advertising? Hang it! I can't refuse a woman's request, and they know it.

(*Enter BOY.*)

Boy. Gould says the outside is most all off.

Mr. E. All right. Ask him to remove the first paragraph of the Washington news, and insert this—(*giving boy a paper*)—while he strikes off *one* paper. As soon as it is done, do you take it to Miss Spring, on Clinton Street.

Boy. Shan't I wait for any other papers?

Mr. E. No, no—be lively now, or I'll make a strong-minded woman of you.

(*Exit boy, precipitously.*)

Mr. E. I guess I'll run over and tell Sawyer; I rather think he'll appreciate.

SCENE III.—MRS. L.'s parlor. TIME—Afternoon.

PRESENT—MRS. L., MRS. E., MRS. P., MRS. B., MISS T., and EMMA L.,—all engaged in knitting or sewing.

Mrs. L. I am really glad to see so many of you ladies here to-day. It seems a pity to give up our pleasant sewing circles, though, to be sure, there is no longer any need of working for the soldiers.

Mrs. E. Why not work for the Freedmen?

Miss T. "Work for the Freedmen," indeed! Let them work for themselves. Every one seems very anxious that the *Freedmen* should be taken care of.

Mrs. P. Yes, and if half the efforts that have been made for them, had been made to obtain *our* rights, we should not be filling the silent situations that we do.

Mrs. L. But I am sure matters look encouraging now. Our petition to Congress will surely succeed, and our cause is daily gaining in strength. Have we not enlisted in our support ministerial wisdom and editorial wit the highest in the land?

Mrs. E. I can't help thinking that the "ministerial wisdom and editorial wit," might have been better employed.

Mrs. P. (*turning to Mrs. E.*) She probably didn't refer to any of your husband's wit !

Miss T. If she had Mrs. Easton would never have objected.

Mrs. E. Thank you for the compliment, Miss Twitchell.

Miss T. I intended no compliment, but really Mrs. Easton, I do not see how you can hold aloof from so great and glorious a cause. If you would only come into our "Women's Club" some evening, you could no longer consent to be a traitor in the camp.

Mrs. E. I do not see how one can be called "a traitor in the camp." who has never enlisted.

Miss T. Well, you are.

Mrs. E. Indeed !

Mrs. L. Now really ladies, I must protest against these exciting discussions, at this time. Let them be for the club-room. I am sure, Miss Twitchell, that we can afford to be—

Emma L. (*seated by a window.*) Oh ! mamma. Here comes Miss Spring, running up the street just as fast as she can. She does look so funny, and everybody is staring at her.

(*Door bell rings violently. Enter Miss S., very much exhausted. She sinks into a chair, and the ladies gather around her.*)

Mrs. L. Why ! what can be the matter, Miss Spring. Emma dear, bring a fan.

Mrs. B. Has she fainted ? Here, give her my salts.

Miss T. Dear Lavinia, what is it ?—(*taking her hand*)—Tell me, do.

Miss S. (*gasping.*) Oh ! oh ! it—is—so—good. We have—our—rights. Our—just read—this—Eliza. (*Hands a paper to Miss T.*)

Miss T. (*Reads*)—

"LATEST FROM WASHINGTON !

"*The petition for Female Suffrage, which, under the auspices of the Rockville Women's Right Society, has received signatures from every State in the Union, has at last passed both houses, and received the signature of the President.*"

Mrs. L. Oh ! how splendid !

(*Mrs. Easton seems seized with a sudden fit of coughing.*)

Mrs. P. To think that at last we see the reward of all our labor !

Miss T. Better than that ; to think that it comes in time for the State elections.

Mrs. L. Yes, indeed ! I am sure that I for one shall not vote to re-elect Charles Winthrop for Governor. He is not a bit better than Mr. Lincoln.

Mrs. P. Or Dr. Pillsbury either.

Mrs. L. Oh ! who ever heard of a doctor becoming Governor ?

Mrs. P. Stranger things have happened, and I shall vote for him at any rate.

Miss T. What foolishness ! What do your husbands know of governing a State. Now, there's Col. Winter, who is much better fitted for the office. Don't you think so, Lavinia ? He would not have to leave a store or patients.

Mrs. E. (aside.) Or family !

Miss S. I am indignant ! Is this what we have been working for ; to vote for *men* ? A *woman* sits upon the throne of England, and why should not the "White House" be similarly blessed. I propose that we unite in nominating a female candidate for Governor, that so Rockville may still take the lead in this cause.

Mrs. L. I think that would be risking our newly acquired right. I for one am quite satisfied for the present.

Mrs. P. and Miss T. So am I.

Miss S. (angrily.) Then, I renounce you all, and heartily regret that I ever did anything to elevate your condition ! [Exit Miss S.]

Mrs. P. Come, Mrs. Barnard, vote for Dr. Pillsbury, and I'll make you the most beautiful breakfast-shawl you ever saw.

Miss T. But haven't we got to be registered, or done something to, before we can vote ?

Mrs. P. Yes, and is every woman to vote, or only those who have signed the petition ?

Mrs. L. I don't know. Emma, run out into the hall, and see if our paper has come. Miss Spring has carried off her copy. [Exit EMMA.] Didn't it seem to you that it was a very short notice ? are you sure you read it all, Miss Twitchell ?

(Enter EMMA, with paper.)

Mrs. L. Here Emma, let me see that a moment. (Opens the paper, and looks intently.) Why, where is that, Miss Twitchell, that you read ?

Miss T. (coming to her side.) Why ! sure enough, where is it. It was here in the third column, under "Washington News."

Mrs. P. Well, I think it is very strange. When I was coming here this afternoon, I met the boy from the office of the *Journal*, and tried to get a paper to bring here ; but he said he hadn't but one, and that was printed expressly for Miss Spring. What a goose I was not to think of this before. Mrs. Easton do you know anything about this ?

Mrs. E. You forget that I was here before you.

Mrs. P. Oh ! so you were ; but isn't it provoking to be sold so by that Editor !

Miss T. Perfectly outrageous !

Mrs. L. Well, Mrs. Easton, I suppose you are glad that we are not to vote.

Mrs. E. I have voted for some time.

Mrs. P. What do you mean?

Mrs. E. I think we have all voted in favor of the right, by every stitch that we have taken for the soldiers this winter; and you, Mrs. Lincoln, when you rode down to those factory boarding-houses, and addressed the operatives, asking them, as patriotic women, to contribute their mite for the country's aid, were really canvassing for votes, and you obtained them too!

Mrs. P. But do you not truly believe, Mrs. Easton, that the great questions of right and wrong would be settled sooner if women were allowed the ballot box?

Mrs. E. No, Mrs. Pillsbury, I do not. I for one am not prepared to say that the excess of right-thinking women is any larger than that of true-minded men; and I believe if such a thing as women's suffrage should ever be known, that the number of intelligent, earnest women, who would strengthen the cause of the right, would be more than balanced by the ignorant and easily influenced, who would vote as employers dictated or as friends advised.

Mrs. L. Then we are to have no voice in banishing intemperance and vice from our land?

Mrs. E. Yes, we are, and that voice is heard when we banish wine from our side-boards, and brandy from our cooking tables.

Mrs. L. I really believe you are right, Mrs. Easton, and I think I shall continue to vote in the old way.

Mrs. P. What fools we have been!

Miss T. I think I will try and find Lavinia before she tells any one else "the latest news" from Washington. She'll be mad enough when she knows how we've been sold.

(Enter SERVANT.)

Servant. Tea's ready, ma'am.

Mrs. L. Then, ladies, I propose that we adjourn to the more pleasant discussions of the tea-table.

In education, as in the arts and sciences, and as in virtue itself, there are three things to consider: nature, instruction, and custom or practice. Nature without instruction is blind; instruction without nature is faulty; practice without either of them, is imperfect. For as in farming there are necessary good land, a good husbandman, and good seed, so must good natural endowments have the assistance of good teaching and admonition.

THE MONTHLY.—APRIL.

UNIFORMITY OF TEXT-BOOKS.

HOW to secure uniformity in the text-books used in the public schools of the several States, is the chief question now receiving the attention of School Superintendents. The bulk, if not the weight of authority, seems to favor the attainment of uniformity by official advice if possible ; if not, by official enactment. This is a necessity, our wise officials tell us, because the existing lack of uniformity is a great evil, while uniformity can never be secured so long as the selection of school-books is left to the private judgment of teachers and parents. Teachers, they say, are generally, and parents almost always, not competent to judge of the merits of text-books, or to decide between the diverse claims of rival publishers ; and that there is, therefore, required a set of public servants who shall make it their business to acquaint themselves with these matters, and to decide what books shall be used.

The disposition to take the control of school matters out of the hands of those primarily interested, and to place it in the hands of Boards and Superintendents, is becoming too strongly developed on the part of aspiring friends of Education. Such delegation of school authority, we believe to be directly opposed to the spirit of our institutions, and calculated, if not resisted by parents and teachers, to work incalculable mischief.

The self-conceit involved in the proposition of some school officers is positively astounding. Yet with what charming modesty of language can State Superintendent X or Y say to the teachers of his State—hundreds of whom may be better educated, more intelligent and more experienced than himself—"You are not competent to tell what books you can use to the best advantage ; you should let the Superintendent choose for you !"

The disadvantages arising from a lack of uniformity in the school-books used in a county, city, or State, may be great ; the evils resulting from an enforced uniformity would be infinitely greater.

Of these evils we shall at this time mention but one, which, however, is enough of itself to condemn the proposition. This is the corruption which would inevitably follow the placing of so much power in the hands of one

man or set of men. The corruption already existing is a serious evil, more widely spread than most people imagine. School officers are paid by the public for finding out and making known the best school books, apparatus, systems of teaching, and all that. Of course all these officers have their honest convictions of what is right and best. But having formed one's convictions, what harm is there in getting a "commission" for expressing them? And what publisher can not afford to pay a commission to ensure the keeping of such conviction intact? We would not insinuate that all school officers are corrupt; but it is a notorious fact that no small proportion of them expect to be paid for their opinions, and are paid for them. Now, suppose the proposed plan is adopted, and the power is given to one man, or to a dozen men, to say what books shall be used in the schools of a given State, for five years. There would then be one man or a dozen men to be bought (experience shows that it is not *safe* to assume that any man is incorruptible) instead of a hundred or a thousand men as now; or as we would have it, every teacher and parent in the State. A five years' monopoly of the text-books used in a State like New York would ensure the means of buying the monopoly for the next five years, and so on to perpetuity. That this would occur in every instance we do not assert. But we do say that the danger of it is too great to be officially invited.

The real question, in which every earnest teacher and intelligent parent is interested, is—not, How shall we secure a uniformity of School books—but How shall we secure the adoption and intelligent use of the best books; and encourage at the same time the production of better ones? This result, we believe, can be effected only by enlightening more and more the parents and teachers;—never by taking from parents the right of personal examination and choice, and making teachers mere cat-paws in the hands of corrupt manipulators, the paid agents of wealthy publishers.

DISLIKE FOR TEACHERS' ASSOCIATIONS.

THE dislike for Teachers' Associations which exists in the minds of many teachers, is perhaps too hastily referred to a want of interest in school affairs. These Associations, let it be remembered, occur commonly at seasons when diversion from school matters is naturally to be

desired rather than extended attention thereto ; when rest is the demand of Nature's law rather than labor ; when, indeed, the bow should be unbent. To require attendance is quite like requiring work of the laboring man in the night season. But the dislike sometimes has additional causes which are to be found in the character of the Associations themselves. They do not always respond to the rightful demand of the high-toned teacher's mind. Instead thereof they mock it with the manifestation of a spirit which bars the door against what ought to be within. By means of association the thought of each may become the thought of all, and thus there may be produced an aggregate of thought which shall increase and multiply itself. And, too, in association, as never can be in isolation, we may have communication with that Power, which to the poet was an indefinite "some Power," but which here, if not insulted, manifests itself as a definite reality, presenting plain, pointed, unpersonal, good-natured, genuine picturings of facts, taking the nonsense out of us, and giving us culture,—the Power which grants the gift of seeing ourselves as others see us. But the presence of captiousness or flattery, of usurped sway or selfish mutual admiration, of puerile management or flippant discussion, of petty jealousy or interested partisanship,—too often represses the communication of valuable thought and debars the utterance of genuine criticism. The Association is not always high-toned—this, with the other reason given, is why many sensible teachers dislike Associations.

WHIPPING IN THE BOSTON SCHOOLS.

FIGURES will not lie, it is said : nevertheless they may be made to convey an impression that is far removed from the truth. It is fortunate, however, that the untruth may sometimes be exposed by the very figures that conveyed it. A good example of this is shown by the figures used to sustain the charge of "excessive severity" recently brought against the teachers of Boston. One opponent of corporal punishment stated that nearly *twenty thousand* whippings occurred in the Boston schools the past year. The statement went the rounds of the papers. Every believer in moral suasion was shocked. Every enemy of the public schools, and every one who had a spite against Massachusetts, or was envious of her honorable fame, held up his hands with well affected horror. Twenty thousand

children whipped in one year ! A great number truly, and twenty thousand greater than we would desire to have it. Yet the teachers of Boston are far from being such terrible creatures as many persons suppose. As the *Commonwealth* justly remarks, to know the relative value of such statistics, one should know also the number of pupils in the schools, and the number of sessions they have attended. Thus the average number of pupils in the Boston public schools is at least twenty-five thousand. There were, last year, taking out Sundays, vacations and holidays, two hundred and forty-three school-days, in which there were sessions each forenoon and two-thirds of the afternoons, making four hundred and five single sessions. The number of pupils multiplied by the number of sessions equals the smallest number of opportunities to whip a single child, which is ten million one hundred and twenty-five thousand ;—or, to state the fact differently, the attendance of all the children during the school-year was equal to the attendance of one child that number of times. Now twenty thousand whippings (it is asserted) were indulged in with ten million one hundred and twenty-five thousand opportunities ; which is one to every five hundred and six and one-fourth : or, the per cent. of whippings to the attendance is just *one hundred and ninety-eight millionths of one per cent !*

NATIONAL EDUCATION.

ON another page will be found an article presenting a scheme of National Education worthy of the attention of every teacher. The current of popular opinion seems to be setting strongly toward the establishment of a uniform system of public education of some kind. The evils of the existing lack of system are many, and earnest men are naturally seeking a remedy. Perhaps the most thoroughly digested and self-consistent scheme before the public is the one referred to. In theory it is plausible, but we think the reader will discover that it is based upon fallacies ; and although likely, if carried out, to work considerable immediate good, it would ultimately result disastrously to the best interests of the country. The cure proposed is more dangerous than the disease.

The subject is an important one, and strong arguments may be offered on either side of the question. We would like to hear what thoughtful, practical teachers think concerning it.

CORRESPONDENCE.

WHO ONCE MORE.

MR. EDITOR,—A correspondent, in your March No., objects to calling *who*, *which*, and *what* indirect interrogatives when used as follows:—"I know *who* troubles you;" "I know not *what* thou sayest;" "I told him *which* of the books he ought to get." He seems to suppose that to call them thus, is to add unnecessarily to the number of technical terms already in use. He says—and I agree with him—that each of the above sentences is declarative. But when he says, "There is nothing interrogative or question-asking in them," I beg leave to differ with him.

Suppose we have the sentence, "John, how old are you?" We call it an example of direct address; do we not? But if the fact were stated thus, "I asked John how old he was," we should not be justified in saying there is nothing compellative or of the nature of an address in it. It is true, it contains *in form* no address; the sentence is strictly narrative. And yet we call it an example of indirect address. Why, then, may we not call *how*, in the former sentence, a direct, and in the latter, an indirect interrogative adverb?

Now take the sentence, "It was a question which of them should have the book." Is not this a declarative sentence? Undoubtedly. And yet, though no question is *formally* stated in it, it does, as the sentence itself declares, contain "a question." Directly stated, that question would be, "Which of them shall have the book?" Indirectly stated, it reads as given,—*should* taking the place of *shall*. *Which*, in the interrogatively formed sentence, we call an interrogative; i. e., a direct interrogative. Why not call the *which*—the very same word—of the other sentence, an interrogative too; not, as before, a direct, but an indirect interrogative? (Your correspondent, I see, omits or loses sight of the qualifying term "indirect.") To me, this name seems strictly correct and really demanded.

Webster and others may call *who*, *which*, and *what*, thus used, "compound relatives." But this is a most absurd and meaningless misnomer. In the first place, the words are not relatives. They have not the essential properties of relatives. They *relate* to no antecedent, and they *connect* no clauses. It is by these very circumstances they may be distinguished from relatives when there is any doubt as to their true character. Then, to call them "compound" relatives, is only to compound the absurdity. If there are any simple words in the language, they are *who*, *which*, and *what*, used interrogatively, whether directly or indirectly. While therefore an insuperable objection exists against calling them relatives, that objection "of course will hold the stronger [more strongly?] against the inaccurate use of the term" *compound*.

The error, on the part of those who deny that these words are interrogatives, lies in supposing that *who* means the *person who*; *what*, the *thing which*; and *which*, I hardly know what. "I know who troubles you," however, does not mean "I know the person who troubles you;" for I may know who it is that troubles you, without being at all acquainted with him, just as I know who wrote the "Pickwick Papers," without

being at all acquainted with the author. Or, I may not know who troubles you, and yet know the person very well. "I know not what thou sayest, is not "I have no knowledge of the facts you state;" but, as your correspondent says, "I know not what it is that thou sayest;" (compare "What is it that thou sayest?") i. e., I understand not what you say, though I may be perfectly acquainted with the facts (or truths) that you so enigmatically express. And, "I told him which of the books to get" is not "I told him the number or the name of the books;" but, I told him which one or ones of the books—perhaps those on the desk—though I may not have told him either their number or their name.

Very truly yours, etc.,

S. W. WHITNEY.

FLUSHING, L. I., March 1st, 1867.

A SUGGESTION.

A CONTROVERSY has been going on for some years between the advocates of stoves, and those who prefer the *luminous* heat projected from an open fire; and one controversialist (p. 42, *Scientific American*), rather summarily disposes of the numerous and intelligent advocates of the grate, as "old fogies, or rusty and misinformed sanitarians whose theories are inspired by their own infirmities;" and cites the well-known statistics of the actual conversion of oxygen by the human lungs and by a given quantity of fuel, and the large overplus supplied by the present *perfected* (?) plans for warming—whereupon the grate adherents are expected to reconsider their headaches and be converted.

Were man a pie or a potato, the question might be dismissed at once in favor of the stove as the more efficient instrumentality of mere heat. That stoves and other tight heaters are more cleanly than the grate, many housekeepers deny, averring that a properly arranged ash-flue carries off all the dust incident to stirring, and the flue proper, all or most of what is created within, or enters the room from without, instead of allowing it to accumulate, as in the case of close heaters, on that portion of the wall or ceiling which receives the impact of the ascending current.

The assertion that grates are more dangerous on account of fire, is contradicted by the practice of Underwriters in their estimate of risks of this kind.

But the main question at issue after all, is that of health; and the advocates on both sides being equally numerous and intelligent, is there not a reasonable inference that the delicate human organism is subject to some subtle influence not yet wholly accounted for? If so their remains one test more conclusive than any argument.

The public school-room packed with humanity in rapid development, is the place where questions of warming and ventilation assume the most vital importance; and if, as some assert, thousands of children are immolated yearly, by ignorance on this subject, and a misdirected economy, there should be no delay in the initiation of impartial and exhaustive experiments. The most salutary arrangement might be found in a combination

of the two systems, affording a discretionary use of warm-air registers or floor-warming devices, as auxiliary to the fire-place in very cold weather, and for maintaining an equal temperature in halls and passages. Several establishments should be selected, as nearly as possible equal in salubrity, capacity and other hygienic qualifications and in the number of attendants, and a careful record kept in each of the cost of fuel (per child), extreme and mean temperatures, hygrometrical and electrical conditions, intellectual progress, general health and spirits, sickness and mortality.

For such an investigation mere opinion could afford to wait.

GEORGE H. KNIGHT.

CINCINNATI, Feb. 4th, 1867.

MR. EDITOR—I am glad to see one independent educational periodical that dares to speak out against the almost universal endorsement of everything that is published. Every school book is more or less defective : and how are we to find out the best, when nobody takes the trouble to point out the merits of those that are good, or to expose the faults of the bad ones ?

If you look carefully and critically into our elementary books on Astronomy you will find a much greater amount of carelessness than you have any conception of, unless your experience in that line is greater than mine was. For example, you will find the different authors stating the diameters of the four original Asteroids to be (in miles) :—

Vesta	238, 270 (in disk) 295, 293, 269.
Juno	1425, 460, 1393, 1138, 1442, 1400, 100.
Ceres	163, 1624, 140, 161, 460, 1582, 1000, 162, 1604, 160.
Pallas	2280, 75, 2099, 80, 110, 670, 134, 2025, 95, 770, 2706, 672, 1876.

How shall we know anything further than that we know nothing of these diameters ? Only two have disks. Even professed astronomers are not exempt from error. Prof. Mitchel was an enthusiastic writer and lecturer, but a very careless computer. A small treatise on Astronomy, which I have admired as very clear and well arranged, is nevertheless much marred by numerous errors of minor importance, and a few grave errors : as mistaking the *ascending* node of Venus for the *descending* ; delineating the apparent curvilinear motions of the solar spots across the disk at exactly the wrong seasons of the year : that is, making the curve bend up when it should bend down. Dr. Herschel and Sir John, his son, are frequently confounded with each other, even in quoting from their writings.

E. A. S.

MORICHS, N. J., Feb. 4th, 1867.

TRUE human training requires that man should be developed from within himself, in unity of mind and feeling ; and thus be educated to an independent and comprehensive display of this unity of mind and feeling, in order to complete self-knowledge.

EDUCATIONAL INTELLIGENCE.

THE great event since our last summary is Mr. Peabody's gift to the youth of the South and Southwest, amounting to \$2,100,000—\$1,000,000 in cash and \$1,100,000 in unrepudiated Mississippi bonds. This fund is placed in charge of fifteen trustees, of which Hon. R. C. Winthrop, of Mass., is chairman. The income is to be distributed, without distinction, to all requiring educational assistance. This munificent gift has awakened little or no gratitude in the South, while not a few of the leading Southern papers have protested with characteristic vehemence because a majority of the trustees are northern men, and because the blacks are admitted to a participation of the benefits of the fund. The *Chronicle and Sentinel*, Atlanta, (Ga.), says :—"We do say that the selection of more than two-thirds of the trustees from other sections than those which are to receive the benefits of the donation, is a gratuitous insult to the honor, intelligence and manhood of the Southern and Southwestern States. One of two things is certain to our minds. Either this is a deep-laid scheme of the Northern negro-worshippers to take possession of the youth of the Southern States, in order to train their minds to the belief that the great struggle through which we have passed, was a visitation of Providence upon the sins of their fathers, or that Geo. Peabody thinks that there is not enough of intelligence and virtue in the South to take charge of and properly invest the funds which he desires to donate." Such exponents of Southern chivalry remind one of Sterne's beatitude: "Blessed are they that have a good conceit of themselves; for they shall never be put to shame." The anti-flogging excitement has run its race. Investigation shows that accounts were exaggerated, and that excessive punishment is rare.—The bill establishing a National Department of Education has passed the Senate. NEW YORK.—Hamilton College has received \$30,000 for its observatory.—Brooklyn has 38 school-buildings, of which 35 are for white children. There are seats for 78,260 pupils; accommodation for as many more is required.—The estimated cost of the new buildings necessary is \$500,000. NEW YORK CITY.—A bill has been introduced into the Legislature, providing for the establishment of a free German-American Institute in this city, under the care of the Board of Education. The buildings are to be set apart as a free library and school for all males above the age of sixteen, who are to be taught "in such branches of education as will enable them to read and write the English language correctly." It is time that some step such as this should be taken to Americanize our German population; other cities would do well to follow this example.—It is proposed to found a college or university in this city for the Jews of the United States. The project is advocated by the leading members of the Hebrew community.—The schools for colored persons have been carefully remodeled. A normal school has been established, and is attended by most of the teachers. There are five day and two evening schools. 2,000 children are enrolled in the day schools, but the average attendance is small, only 750. The average attendance in the evening schools is 142.—The Children's Aid Society reports 13 industrial schools,

with an attendance of 2,200, supported during 1866 at an expense of \$18,395.—Horatio N. Robinson, LL.D., the author of the well-known series of mathematical text-books, died at his residence at Elbridge, N.Y., January 19th, aged sixty-one years. Mr. Robinson had been an invalid for many years. PENNSYLVANIA.—The Agricultural College has 114 students.—Philadelphia has now 77,164 children attending school. \$862,238 were expended in 1866 by the Board of School Control. A bill has been offered in the Legislature to change the mode of selecting this Board: to make the members appointive by the Court of Common Pleas and the District Court, instead of being selected by the people. The proposed change is cordially approved by the better classes in the city. DISTRICT OF COLUMBIA.—The city council of Washington, after long delay, have passed a bill pay to the trustees of colored schools \$9,000, the amount due under the law for that purpose.—The salaries of teachers in the same city are several months in arrears. The free library contains about 6,000 volumes. MICHIGAN.—During January, 21,234 acres of land were located at Traverse City, chiefly with Agricultural College scrip.—The State University has 1,400 students; 500 in medicine and nearly as many in law. It is the largest in the country.—MISSOURI.—The system of education is not fully perfected, but many schools are being organized throughout the State. The governor recommends a normal professorship in the State University, to be supported out of the public funds; also an increase of the university endowment, which is now only \$123,000; and the establishment of other educational institutions of high grade. ALABAMA.—The House of Representatives have passed a bill to establish a system of public schools for whites and blacks; the schools for each will be separate. FLORIDA.—In this State, educational interests are at the lowest ebb. Few schools are in operation, and they are not well sustained. At its last Session, the State Senate passed a School Law, but it was not acted on by the lower house.

BRITISH AMERICA.—The Council of Instruction for Lower Canada have ordered that military drill shall henceforth form part of the course of studies to be followed by the teacher-pupils of the Normal Schools.—In Upper Canada the number of pupils attending school is 383,652. Only 43,105 children, of school age, fail to attend.—New Brunswick has 763 schools, with 826 teachers and 27,417 pupils. The increase of schools during twelve years is very small: in 1853 there were 718 schools, with 23,211 pupils. Teachers are divided into three grades. Males of the first class receive £31 10s. and females £27 10s. from the government. The province contains one college and a Training school, with Model school attached.

CHILI.—Only one-third of the inhabitants can read and write. Governmental primary schools are in the ratio of one to every 1,700 of the population, and are sustained at a yearly expense of about \$200,000. In the republic there are fourteen public academies, sixty-eight private institutions, one normal school, one agricultural, two naval, and two engineering schools.

GREAT BRITAIN.—A meeting held at the London University to consider the action of the Council which rejected Mr. Martineau's claims to the Professorship of Philosophy, on account of his religious opinions,

terminated unsatisfactorily for the friends of Mr. Martineau. It was decided by the majority to make no attempt to disturb the appointment of Mr. Robertson.—In Nottingham the proportion in 1864 who signed their marriage register with a mark, was, of males, 19.82 per cent., and of females 33.51 per cent. ; in Leicester, 22.17 of the one and 35.14 of the other.—Rev. John Hind, M.A., the astronomer, is dead.—Mr. Grant Duff, M.P., has been chosen Lord Rector of Aberdeen University.—The attendance at Oxford University has varied greatly at different periods of its existence. In 1209 it had 3,000 students; in 1231, 30,000; the Plague reduced the number to 3,750 in 1359. In 1831 the number was only 1634, and in 1837, 5,229.

FRANCE.—The educational budget of Paris has increased from \$260,000 in 1852 to \$1,040,000 in 1866. Drawing is to be taught in 122 of the parish schools and in 32 of the adult classes.—The normal school at Cluny, for teachers of middle-class schools, has opened, with 95 pupils, and the model-school attached has 122 names on the roll.—The normal schools will probably be removed to provincial towns. The teachers who are trained in the cities, it is alleged, become discontented with country life, and render their pupils similarly dissatisfied.

ITALY.—Circulating libraries are increasing in the kingdom. A company at Juillon, under the management of some public-spirited literary men, is establishing these libraries in the smaller towns of Lombardy, and the Provincial Council has appropriated 500,000 francs for the purpose, on condition that the Society raise an equal sum by subscription.

RUSSIA.—Moscow, with a population of 365,000 has but sixty-six primary schools, attended by 4,786 pupils. One hundred private establishments give elementary as well as higher instruction. There are five gymnasia, attended by 1,719 boys, three military schools, six schools for young ladies, an agricultural school and a university.—Teachers of middle-class schools are trained in the universities, there being a pedagogic chair in each of the six universities. The course extends over two years, and the studies are the same as those pursued by students of the university. Actual practice in teaching is a portion of the training. A bursary of from \$300 to \$350 per annum is paid to such as pledge themselves to devote their lives to teaching, but adequate supply of university professors and middle-class teachers cannot be obtained. Seventy academic vacancies exist, which cannot be filled. Elementary education is not obligatory, and the parishes are not required to sustain primary schools. There are, therefore, few such schools, and the number is not likely to be greatly multiplied.

SANDWICH ISLANDS. There are here 225 primary schools, with 7,367 pupils, twenty-nine of the schools being exclusively for female pupils. The total cost in 1865 was \$49,400. The higher schools are of a very miscellaneous character, and are generally under the care of missionaries.

CHINA.—Some time ago we learned that an American College was soon to be established in Peking. A late cable dispatch states that arrangements have been made for the establishment of a European College. Possibly the two accounts refer to the same institution. At all events, the erection of a European or American College will be one of the many signs that inspire hope for the regeneration of the vast Asiatic Empire.

CURRENT PUBLICATIONS.

MR. SAWYER'S Latin Primer¹ seems to be well calculated to accomplish the object for which it was written, namely, to serve as a guide to the study of Latin Grammar, according to the method adopted by Harkness, and Andrews and Stoddard. The author believes that the thorough performance of the work marked out will prepare pupils to read Cæsar or Nepos.

The Primer would have been better had twice the amount of exercises been given. As it is, very young pupils—for whom the work is intended—will come too soon to examples which they cannot master. The first lesson—on the alphabet, the sounds of the letters, syllables, quantity, etc., etc.,—should be omitted until a later stage of the pupil's progress. The propriety of putting verbs before nouns is doubtful. In the questions on Cæsar, Mr. Sawyer appears to consider *est divisa* as a perfect, instead of the *periphrastic present*, the participle denoting a permanent state which may be considered as attributive of *Gallia*. On page 25, *Sequana* is marked with the wrong quantity. A very pertinent grammatical question would have been the *gender* of the nouns *Garumna*, *Matrona*, and *Sequana*. The "forms of parsing" are well arranged. The accidents of the word, which are the same under all conditions, first; those which are variable, afterward. It is found best, however, to introduce the inflection last, so that when the pupil advances far enough to omit this, partly or entirely, it may be done without marring the form of parsing.

MESSRS. NELSON & SONS have added to their school series a small treatise on Chemistry of Common Things.² It is intended for advanced pupils, and such as desire a general knowledge of Chemistry. It is divided into four parts,—The atmosphere, and its relations to plants and animals; the soil, and its relations to organized beings; the decay of plants and animals; the circulation of matter.

The author has a happy faculty of presenting scientific facts in a familiar manner. His explanation of the phenomena of animal and vegetable life are excellent, and his chapter on the products of plants is especially to be commended for conciseness and perspicuity. The chemical characteristics of the constituents of the atmosphere are well illustrated by a few simple experiments and practical observations upon phenomena of ordinary occurrence. The second part of the book contains a popular discussion of dynamic geology, and gives some information respecting the food of plants and animals, of which we can ill afford to be ignorant. In the third and fourth parts, Dr. Macadam enforces the necessity of observing hygienic laws.

We know of no work of the kind so well fitted as this for use in schools. It is pointed, practical, and full of common sense. It is printed on heavy tinted paper, and contains a number of well executed engravings. English publishers set an example which Americans would do well to follow.

(1) LATIN PRIMER. By HENRY E. SAWYER, A. M. Boston: Crosby and Ainsworth. pp. 47. 34c

(2) THE CHEMISTRY OF COMMON THINGS. By STEVENSON MACADAM, Ph. D. F.R.S.E. London, Edinb. and N. Y.: T. Nelson & Sons. 16mo. pp. 184. 75c.

School-books should be as neatly printed as other books. Teachers are bound to cultivate good taste in their pupils, but they cannot do it while text-books are printed so shabbily, and illustrated with such wretched caricatures as at present in this country. It is no wonder that school-boys think their books are made only to be destroyed.

PROFESSOR WARREN, of the Rensselaer Polytechnic Institute, (Troy, N. Y.) has prepared a number of treatises* on Descriptive Drawing, which possess the cardinal virtues of clearness, conciseness, and thoroughness of classification. Brevity and system are too commonly disregarded by writers of school-books. Very few subjects are taught in our schools, the leading principles of which (more, in fact, than is usually taught) might not be given in half the space that is now devoted to needless repetitions and barren verbiage.

"Elementary Plain Problems," containing some two hundred plain problems in Elementary Geometry, will be found useful as a text-book: but probably will obtain a wider circulation as a book of reference for teachers who desire to encourage their pupils in the exercise of original thought and to cultivate in them a self-reliant application of principles by introducing into class exercises, problems and methods of solution not given in the text-books used.

The other books of the series are designed to meet the wants of students of Geometry, Draftsmen, and Artisans.

"Amateur Dramas"* comprising a number of "dramatic trifles written during the past five years for charitable purposes," doubtless answered their original purpose well. They are spirited and well written, and most of them are sufficiently full of war scenes and war allusions to have ensured their popularity when first produced.

The little folks, to whom these subjects are always fresh, may yet find much entertainment in them; and we think with the author that the collection may be of assistance to teachers in search of novelty for exhibitions. The book is neatly printed on tinted paper, and is tastily bound.

WE have received the first number of the "American Naturalist,"* a new popular illustrated monthly magazine of natural history. The number (March), contains an interesting paper, the first of a series, on "the Land Snails of New England," with plate; also articles on "the Volcano of Kilauea in 1864-5," with wood-cut; "the Fossil Reptiles of New Jersey;" "the American Silk Worms," and "Winter Notes of an Ornithologist;" besides twelve pages devoted to brief reviews, proceedings of societies, correspondence, etc.

The articles are all popular in character—that is, so written as to be easily understood by those who may not be familiar with the details or phraseology of natural sciences,—and such as will afford excellent material for teachers' use. From our own experience we can say that nothing is better calculated to interest pupils, or to excite in them a desire for knowledge, than such facts of nature as are here presented.

- (3) ELEMENTARY PLAIN PROBLEMS. pp. 162. Price \$1.25. DRAFTING INSTRUMENTS, etc. pp. 116 (with plates), \$1.25. ELEMENTARY PROJECTION DRAWING. pp. 104. \$1.50. ELEMENTARY LINEAR PERSPECTIVE. pp. 116. \$1.00. By S. Edward Warren. New York: John Wiley & Son. Uniform 12mo. Cloth.

- (4) AMATEUR DRAMAS. By GEORGE M. BAKER. Boston: Lee & Shepard. pp. 252. \$1.50.

- (5) THE AMERICAN NATURALIST. Published by the Essex Institute, Salem, Mass. pp. 52. \$3.00.

"THE NATIONAL ACCOUNTANT,"* a treatise on the Theory and Practice of Book-keeping, prepared by two teachers of Book-keeping and Accounts in a well-known Commercial College, appears to be unusually full and thorough in the discussion and illustration of the various subjects connected with business transactions. The authors are evidently "posted" not only on the theory of accounts, but also with regard to the actual practice of well trained business men. The part devoted to commercial calculations contains the most philosophical and practical treatment of Percentage, and its applications, that we have seen in any text-book.

MESSRS. TICKNOR & FIELDS are publishing an illustrated edition of the Works of Charles Dickens, which in convenience of size and shape, typography, and cheapness, leave little to be desired. Each novel will be complete in one volume, small enough to be carried easily in the pocket. The type is necessarily small (nonpareil), yet, with excellent printing and tinted paper, is clear and easily read. This, the "Diamond Edition," will commend itself to every lover of Dickens. The illustrations by Eytinge are much superior to those in any previous American edition of Dickens' works. Two volumes⁷ have already been published,—*"The Pickwick Papers,"* and *"Our Mutual Friend."*

"A Complete List of Booksellers, Stationers, and News Dealers, in the United States and Canadas," has been published by Mr. J. H. Dingman, with Charles Scribner & Co., New York. 8vo. pp. 118.

SCIENCE AND THE ARTS.

IN the spectrum analysis of heavenly bodies one great source of uncertainty exists in the difficulty of determining which lines belong to the heavenly body and which are produced by the passage of the light through our atmosphere. In 1864, M. Jansen ascended the Faulhorn, and by experiments there, satisfactorily proved that many lines of the solar spectrum are due solely to vapor of water in the atmosphere. He found that the dark lines became feeble in proportion to the height above the level of the sea; while, on the contrary, when the light of firewood, which produces a continuous spectrum, was made to pass through several miles of air in contact with the Lake of Geneva and therefore saturated with its watery vapor, all the dark lines of the solar spectrum were produced. And he ascertained that with a given altitude of the sun above the horizon, the higher the dew-point, the more distinct the dark lines produced in the spectrum, scarcely any being perceptible on very dry days. He verified these observations by a very effective apparatus. Having placed an iron tube of considerable length in a box, and filled the space round the tube with sawdust to prevent radiation of heat, he transmitted through the tube the light of sixteen gas-burners; a continuous spectrum was thus produced. but when he filled the tube with vapor, supplied by a steam-boiler, and

(6) THE NATIONAL ACCOUNTANT. By J. C. SMITH and F. W. JENKINS. Pittsburgh. 8vo. pp. 320.

(7) THE PICKWICK PAPERS and, OUR MUTUAL FRIEND. By CHARLES DICKENS. Boston: Ticknor & Fields. Price per Vol. \$1.50.

then transmitted the light, nearly all the dark lines were reproduced, the spectrum obtained corresponding with that formed when the sun is very near the horizon. A determination of the lines produced by the earth's atmosphere renders observations regarding the constitution of the heavenly bodies founded on spectrum analysis more reliable. It also enables us to find the amount of moisture in portions of the atmosphere inaccessible to us. The solar lines predominate in the green, the blue, and the violet portions of the spectrum; the atmospheric lines in the red, the orange, and the yellow, being ten times more numerous than the solar lines in the same places.

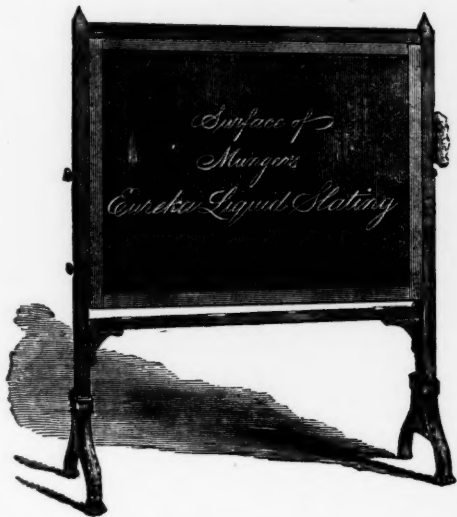
—A new process has been patented in France for obtaining a supply of oxygen gas from common air by means of highly oxygenated compounds, such as chromates and bichromates, manganates and permanganates, which, if deprived of a portion of their oxygen by means of steam, have the power of absorbing oxygen again when exposed to a current of dry heated air. The improvement consists in making the action continuous by placing in a retort one of the compounds mentioned, and passing into the retort a current of steam. Oxygen is carried off and collected in a gasholder, while the steam is condensed. When oxygen ceases to come over, dry heated air is forced into the retort. The compound absorbs a portion of oxygen and is again ready for the action of steam. Thus, by the alternate action of air and steam, the same compound furnishes oxygen for an unlimited period. The process is said to work with great regularity.

—A neat process for the detection of sulphuric acid in vinegar has been published. Into the vinegar put a small quantity of starch, boil the solution down to one-half its original measure, then drop into it a minute portion of iodine. If the vinegar be pure, the blue tint of iodide of starch will appear, but if adulterated with sulphuric acid the color will not appear, as the starch is changed into glucose by the acid.—M. C. Lea, of Philadelphia, uses chromates in producing the starch reaction with iodine in extremely small quantities. In a solution of iodide of potassium, so dilute that the addition of chlorine and starch produces no effect, the further addition of a single drop of dilute solution of bichromate of potash instantly produces the well-known change of color.

—Few persons have seen without admiration the exquisite tracery of vegetable structure displayed in skeleton leaves and "phantom bouquets." The following is a method of preparing them: A solution of caustic soda is made by dissolving three ounces of washing soda in two pints of boiling water, and adding one and a half ounces of quick-lime previously slacked; boil for ten minutes, decant the clear solution and heat it to boiling. During ebullition add the leaves; boil briskly for some time—say an hour—occasionally adding hot water to supply the place of that lost by evaporation. Take out a leaf, put it into a vessel of water, and rub it between the fingers under the water. If the epidermis and parenchyma separate easily, the rest of the leaves may be removed from the solution, and treated in the same way; but if not, then the boiling must be continued for some time longer. To bleach the skeletons, mix about a drachm of chloride of lime with a pint of water, adding sufficient acetic acid to liberate the chlorine. Steep the leaves in this until they are whitened (about ten minutes), taking care not to let them stay in too long; otherwise they are apt to become brittle. Put them into clean water, and float them out on pieces of paper.

HAMMOND'S BLACK-BOARD SUPPORT.

VARIOUS devices have been tried for supporting movable black-boards, but they have been found quite uniformly lacking in compactness, durability and firmness. A strong prejudice has consequently obtained among many teachers, against movable black-boards. We believe that such prejudice will be dissipated by an examination of HAMMOND'S BLACK-BOARD SUPPORT.



This Support obviates so many of the disadvantages heretofore attending movable black-boards, that there appears to be no reason why it shall not become deservedly popular. The feet are of iron, and sufficiently heavy to ensure stability to the whole. The posts, as will be seen by the cut, are held in place by iron sockets (eight inches deep), so designed that lateral motion is impossible. The Support is therefore rigid and substantial. There are no glued joints: all the parts are firmly bolted together, and can neither come apart nor get loose,—yet they may be taken apart for shipping, by removing a few screws. The board is hung on two centre-pins, around which it may be revolved. Below the centre-pin is a lock-pin, for holding the board in perpendicular position. The board touches the Support only on these three pins, and is consequently as noiseless as if attached to a wall. Beneath the board is a shelf for crayons, and for catching the falling particles of chalk. The price of the Support is,—black walnut, neatly finished, \$6; of chestnut, \$5. The boards are prepared with the well known Eureka Liquid Slating, and cost from sixty to seventy-five cents per square foot, according to the style and finish of the frame. The whole forms a serviceable and ornamental piece of furniture for any school, or lecture room.

